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ABSTRACT

Monroe Community College's Writing-Across-the-Curriculum (WAC) program, designed to help students learn to write in all disciplines through writing centers staffed by student writing fellows, is reviewed in this report. The report includes the following sections: the year in review; 1994-95 Writing Fellows; WAC faculty; statistical data; writing center scheduling; program evaluation by students; program evaluation by faculty; writing fellow questionnaire; and newsletters. Highlights of the report include the following: (1) in 1994-95, a total of 40 new writing fellows completed the required training in "254 Composition"; (2) a total of 1,788 Writing Center (WC) conferences were conducted; (3) a 500-word theme paper was the most common assignment, followed by research papers and book and art reviews; (4) the most common form of writing taught at the WC was expository, followed by persuasive; (5) 1,390 of writing fellow conference students were from the humanities/social science department, and 263 came from the business department; (6) 952 students were enrolled in fellowed classes which required WC attendance, 699 made appointments, and 137 were walk-ins; (7) 54% of students in fall and 63% in winter reported using the WC more than once; and (8) 95% of student respondents (n=479) in fall and 97% in winter found the WC program to be very effective or effective. Selected evaluative comments from students, faculty, and WC staff are included. (KP)

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Monroe County Community College

Writing Across the Curriculum Annual Report 1994-95

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Writing Across the Curriculum Annual report 1994-1995
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I. Introductory Remarks: 1994-95 Annual Report

Writing Across the Curriculum at Monroe County Community College

Although the 1994-95 year was marked by transition and change, the Writing-Across-the-Curriculum program remains committed to helping students learn to write in all disciplines. Writing Across the Curriculum becomes more important each year as avenues of communication extend beyond the classroom. In addition to knowing information, it is imperative students be able to articulate their knowledge of the academic disciplines they study. While much can be done in the classroom toward helping students become better communicators, writing centers and writing tutors remain valuable alternatives to the classroom model of learning. Student-centered, one-on-one tutoring sessions reinforce the process-writing approach to learning in ways that are not feasible in the classroom. Students gain more confidence in their writing, and they make strides toward understanding the connections between the academic discipline in which they are engaged and the thoughts and ideas they produce through writing. Succinctly, writing does not just reinforce learning; it is essential to learning.

As an academic community we have become more dependent on sharing information than ever before. Cooperative learning and team production dominate the workplace as well as academic institutions. In addition, the "information highway" is open, and soon MCCC students will have access. They will be expected to have the skills to use this technology to enhance their own learning and to contribute to the academic dialogue taking place in every discipline. Because of this increased interdependency, the necessity for all students to be able to write has never been greater.

How we teach and how we learn is also undergoing a revolution. Classroom dynamics are changing, and the support systems students need to keep pace are evolving as well. While tutoring is still the primary support system available to students, even it will undergo changes very soon. For example, face-to-face tutoring sessions may be less frequent as technology allows students to communicate with a writing tutor via computer modem, and certainly there are changes on the academic horizon we have not yet considered. This instruction revolution alone demands that WAC continue to grow and develop on every college campus.

As noted in the Spring newsletter there are several reasons students need the WAC program and the Writing Center in addition to the classroom environment. Writing Fellows can perform specific functions that classroom instructors cannot

perform because of time, responsibilities, and attitudes. As noted in "Early Writing Centers: Toward a History," by Peter Carino "The tutor is defined as someone different from the classroom teacher, as someone with a particular perspective on working with students individually" (111). Tutors are able to ask in-depth questions, probe the tutee's thinking process, provide direction, and help boost an inexperienced writer's confidence (Harris). These are all valuable learning experiences that may not occur in the classroom because of time limitations, instructor workload, and the number of students who need assistance.

While WAC programs are historically considered to be a product of open admissions policies (remedial only), over 20 years of research has demonstrated that the best writers on college campuses frequently use writing centers. "Today, writing centers proudly advertise themselves as places where all students are welcome and are treated, regardless of ability, as writers with something to say" (Carino 109). Certainly, at MCCC, our Writing Center is used by students of all abilities, and as is consistent with other colleges and universities, many of the best writers on our campus use the Writing Center facilities regularly. Based on my 1994-95 semester statistics, students of all abilities are not only aware of our program, they are also returning to the Writing Center for second and third conferences on one piece of writing. These are encouraging data that speak to the quality of tutoring in our WAC program.

The faculty, the Writing Fellows, and the administration at MCCC have done an excellent job promoting the value of the WAC program; however, with every new group of students the task begins again. In addition, WAC programs still suffer from the remedial stigma that has existed since the earliest WAC programs in the 1950s (Corino). The writing centers of the 1950s suffered from the GI Bill mentality, which perpetuated the idea that only unprepared GI Bill students needed the services of writing centers. In the 1990s a similar stigma is attached to the program, but for a different reason: open admissions. In large, too many students and faculty still believe Writing Centers to be remediation mills for students who don't belong in college. While a difficult and ongoing task, changing the attitudes of faculty and students is possible. I believe the quality of our WAC program, the quality work performed by our Writing Fellows, and a continued campus education campaign will make a difference in dispelling these myths that stubbornly cling to Writing Across the Curriculum.

Works Cited

Corino, Peter. "Early Writing Center: Toward a History." The Writing Center Journal 15 (1995): 103-15.

Harris, Muriel. "Talking in the Middle: Why Writers Need Writing Tutors." College English (Jan. 1995): 27-42.

II. The Year in Review

As the new WAC Coordinator, my first and most important tasks were to research the program, look for strengths and weaknesses, and set a course for the WAC program for the next few years. I concluded I had five areas to address. First I needed to develop a dedicated and competent group of writing fellows and demonstrate to the faculty that quality tutoring was available in the Writing Center--the tutoring environment had to be non-threatening yet constructive. Second, I needed to revamp procedures and develop improved scheduling, organization, and communication. This also involved revising administrative paper work and initiating policy and procedures that were clearly understood by the WF's and the faculty. Third, I needed to develop a statistical base from which to make sound decisions about the program based not only academic research, but also on the specific needs of our MCCC students. Fourth, I needed to re-establish the WAC newsletter on a timely basis to get the word out that the WAC program was alive and well--this I saw as an important communication link that had not been used to its fullest in recent years. Fifth, I needed to meet with the faculty, set up WAC workshops, and generally improve communications about the WAC program among all teaching divisions of the college. Looking back on the year I think we made progress in the first four areas. The fifth will be the focus for the 1995-96 year.

Policies and Procedures

With the help of Dr. John Holladay (the first WAC Coordinator) and Dr. William McCloskey (Division Chair), I developed several new administrative policies which improved the program. We attempted to improve communications by creating a logical paper flow from the faculty, to the Writing Fellows, to the tutees. This allowed me to examine the process of program communications, as well as compile statistical data. At the same time, we maintained several proven

procedures from the WAC program prior to 1994-95. While I think many of the new procedures in scheduling and routing of information have worked well, I expect this to be an organic process that will reflect the growth of the program.

The most substantial change in this academic year was the change in status of the Writing Fellows from student assistants to scholarship recipients. Dr. McCloskey and I saw a need to make this change for three reasons. The first was to change the Writing Fellows' status to avoid any complications resulting from the guidelines established for the student assistant program. The second was to establish a method by which we could maintain our budget and still have 35 to 40 WF's working in the program. The third was to change the philosophy of remuneration to offer education rather than money--we think this is a philosophy more in line with the goals and objectives of MCCC. While this scholarship program is experimental, we think it will work. Several of the current WF's expressed a desire to stay with the old program, but only a few said it would be a deciding factor in staying with or leaving the program.

The last procedural change was a significant contribution to the stability of the program: the establishment of a fixed schedule in the Writing Center. Each Writing Fellow knew exactly what hours he or she was working in the Writing Center, and clearly defined guidelines defined their interaction with their fellowed-class tutees, as well as with appointments and walk-ins. The few experienced Writing Fellows returning to the program expressed gratitude for this change. As with anything, however, there were also problems. For example, at least two faculty members noted that inexperienced Writing Fellows did not communicate frequently enough with fellowed-class instructors. This is something that will be stressed for 1995-96.

Overall, I think the policies and procedures initiated in 1994-95 will strengthen the program, lend stability to scheduling, and consequently attract more interest in the WAC program.

Off-campus Writing Centers

This was a year that we also tried to establish Writing Centers at both Whitman and Jefferson Extension Centers. While I would not describe this effort as successful, we did learn a few things. The Whitman program was more successful than Jefferson--although this is in part because of the number of students who attend Whitman. Through an informal survey, we also learned that more students

would use the Writing Center at Whitman if there were study facilities at the center. Students were reluctant to travel to Whitman for just a tutoring appointment, but indicated they would make the trip if there were other study facilities in the building. We consistently have several instructors at Whitman who use the WAC program; therefore, I would like to explore the possibility of expanding support services so more Whitman students could use the Writing Center.

Jefferson Center, however, was not nearly as successful as Whitman. Currently, there doesn't seem to be enough demand at Jefferson to warrant the continuation of the program. I will, nevertheless, continue to promote the program to faculty at Jefferson and continue informal surveys. If the need is apparent, we will look at offering tutoring service at Jefferson again.

Conclusions

Looking back on the year's events, I am satisfied that we have essential support services in the Writing Center and the WAC program. There is, however, much to be accomplished. While the volumes of academic research continue to grow, it is important to maintain the vision we have for our students. "Although some consensus exists as to what constitutes an effective writing center program, there is little agreement about specific political issues, administrative procedures and policies, pedagogical approaches, or even practical matters. Thus, a model writing center is difficult, if not impossible, to describe" (Kinkead and Harris xv). Our program should grow and develop in union with our students' needs. This is the most important vision we can have.

This report attempts to identify the program's strengths and weaknesses, and offer statistical and anecdotal information that will provide a foundation for future decisions about the program's direction, scope, and value. Drawing from this information, we will be more prepared to meet the needs of our students as they work to become better thinkers and better writers.

Work Cited

Kinkead, Joyce A., and Jeanette G. Harris, eds. Writing Centers in Context. Urbana: NCTE, 1993.

III. 1994-95 Writing Fellows

Dr. Holladay and Dr. McCloskey recruited a new class of Writing Fellows over the summer, and I began teaching this group in 254 Composition in September. Each Writing Fellow's training focuses on strategies to help students become better thinkers and better writers. Writing Fellows are taught to take an active role in the tutee's writing process--ask questions, suggest revision strategies, and encourage students to work through the process of writing. The WF's are not taught to fix papers, correct grammar or punctuation, or complete work for the tutees. Because students often believe that writing is a product of grammar, spelling, and punctuation, they feel insecure in expressing their ideas. Writing Fellows work to dispel this myth early on, in an attempt to alleviate the anxiety normally associated with writing. Once students feels free to present their ideas in a non-threatening environment, they are less likely to feel intimidated by the writing process. Succinctly, the philosophy of the program centers on actively engaging students in this process of writing.

We had a successful year recruiting Writing Fellows because of the many faculty who took the time to nominate candidates. With only four returning Writing Fellows from the previous year, we were not long on experience. We did, however, make up for it with enthusiasm, hard work, and dedication. On pages 7- 8 is a list of the Writing Fellows for 1994-95 and the number of semesters each has worked.

Forty new Writing Fellows completed training in 254 Composition, and only two dropped out of the program before completion. As of May 1995, we have 17 Senior WF's committed to the program for 1995-96. As is the nature of the community college system, students do move on to other colleges and the job market. However, we have begun to create a data-base identifying all trained Writing Fellows who are eligible to return to the program.

Because of the data I collected beginning with Fall Semester, I was able to fine-tune the training of the Writing Fellows in several ways. For example, statistics indicated that journal and article reviews were assigned with some frequency by the faculty. Consequently, we focused some of our efforts on learning the format and problem areas for these two writing tasks. This is indicative of how we can focus our program on the needs of our students.

As in the past, the writing process remains the central focus of each WF's training. As a program, we are committed to the idea that all writers improve their work by receiving feedback from other readers. These readers do not have to be professional, since the type of feedback is not criterion based. While a few ambitious students could find their own sources for feedback, it is unlikely the number of students we service could develop their own support service; and it is just as unlikely that students would work through the writing process on their own.

By Winter Semester I was also able to begin a new mentoring program--it wasn't possible to begin in the fall because of so few returning Writing Fellows. I assigned each new Writing Fellow an experienced Writing Fellow as a mentor. Each mentor and Writing Fellow were required to meet and discuss the program--topics covered were about procedures, filling out forms, and expectations of the 254 Advanced Composition class. Mostly, however, they discussed the anxiety and fears of working in the Writing Center as a tutor. Each mentor and tutor were also required to write a short description of their discussion, and through this and the WF questionnaire I discovered most of the Writing Fellows approved of the mentor program tremendously. In fact, several of them suggested an even more extensive program. I intend to continue the mentoring program in 1995-96.

The data I collected indicates that students believe they are being helped by the Writing Fellows, and the participating faculty also believe their students' papers improve because of the tutoring they have received. I have personally been impressed with the dedication and willingness to go beyond expectations that all of the WF's for 1994-95 have demonstrated. As the WAC Coordinator, I was also impressed with the level of professionalism all of these people displayed. This is important because the WAC program is no better or worse than the efforts of these individuals.

The following is a list of the 1994-95 Writing Fellows:

1994-1995 Writing Fellows

Diana Agy**
Marian Balestra*
Adrienne Bogedain**
Cheryl Bunker*
Kelly Burnard**
Sue Cairl**
Kellie Carr*
Loren Curtis*
Tammy Donahoe*
Sharon Elefritz*
Peggy Engel***
deAndre Fountain*
Charles Gould**
Kathleen Hammond**
Tammy Hartung***
Penny Havekost***
Holly Hawkins**
Sherry Hawkins*

Lucinda Hueston**
Angie Irwin**
Sandra Johnson**
Denise Labardee**
Ron Laverty***
Armand LaRochelle*
Amanda LaRochelle**
Kathleen Leonhardt*
James McAninch**
Tara McCutcheon*
Mark Metz*
Arline Mondro*
Carrie Nartker*
Nichole Nemec*
Karen Paben**
Marie Patterfritz*
Tara Pogarch*
Glori Puskarich**
Lesley Royce**
Carol Sliwka**
Lisa Smith*
Allison Taylor*
Jo Thayer**
Theresa Vasbinder*
Tina Waterstradt*

* ..... one semester
** ..... two semesters
*** .... three or more semesters

IV. WAC Faculty

While there are faculty members who enthusiastically support the WAC program, the number of faculty who participate in the WAC program remains small. Nineteen faculty members participated in the program totaling 44 separate sections. Since there were approximately 200 full-time and part-time faculty during Fall and Winter Semesters, this was only about 10% of the faculty. In addition 44 sections is only 3% of the total number of sections taught. This could improve.

Our strategy for improving the numbers begins this year with a workshop at the part-time faculty session in August. I hope to demonstrate to the part-time faculty that first, writing is an important component of learning; and second, that students need reader feedback and tutoring to learn to write. I believe this message will increases the ratio of faculty involved in the program.

I also hope to launch a campaign in the Fall to increase the number of full-time faculty participants. I will begin with a survey to learn more about the attitudes and perceptions of those who are not using our services. Based on the results, I plan to develop several strategies to increase involvement. Some strategies might be workshops, meetings with Division chairs, and meetings with faculty.

Just as we need the Writing Fellows to maintain the program, we could not exist without the efforts of the faculty. We recognize it takes additional effort to plan a course with a writing component, but there is substantial statistical data and anecdotal data to substantiate the improvement in students' thinking and writing as a result of these efforts. The following is a list of the 1994-95 WAC faculty:

1994-1995 WAC Faculty

Fall Semester (14 Faculty/23 Sections)

James Devries*
Don Hyatt*
Robert Merkel**
B.J. Harmon**
Kathleen Masters***
Lawrence Leach*
Jacqueline Alvarez**
Sturart Fike**
Marge Bacarella**
Marc Brunner*
Bud Connolly*
John Holladay***
Greg Havilseck*
Thomas Moyer*

Winter Semester (14 Faculty/21 Sections)

John Holladay***
Stuart Fike***
Jacque Alvarez*
Ann Orwin*
Robert Merkel**
Cheryl McKay*
Lawrence Leach**
Michael Mohn*
Stan Davis*
Bonnie Boggs-Clothier*
Margie Bacarella*
James Devries*
Marc Brunner*
Thomas Moyer**

*.....one section
**.....two sections
***....three sections

V. Statistical Data

From our statistics we know that we conducted 1,788 Writing Center conferences in Fall, Winter, and Spring semesters. From these, 1,567 were at the main campus, 210 were at Whitman Center, and 11 were at Jefferson Center. In addition, we have compiled statistics about the types of writing assignments students are asked to complete, the rhetorical formats they are using, the stage of the writing process they complete before a conference, and the range of problems they encounter. We have also compiled data indicating which departments are using the program most frequently and why students are coming to the Writing Center.

These statistics have allowed me to objectively look at the WAC program to make decisions about Writing Fellow training as well as scheduling and other program maintenance. Since I know who is using the program, I can also target specific teaching divisions to increase awareness of the program and work to change negative perceptions. While most of the research about WAC continues to be

anecdotal, statistical data does have a place in the development of WAC. As Chris Anson notes, "Unlike many educational trends. . .WAC has not been accompanied by much empirical research that might lend support to the movement and provide it with coherence" (xiii). Anson also points out that there is less zeal for WAC because of the lack of empirical data and clearly defined direction that this data might provide (xv). Clearly, there is a need for statistical data if we are to continue to solicit time, money, and facilities to maintain these programs.

As I compile these statistics over several semesters, I expect a pattern to emerge in all of the areas covered. This will allow me to make accurate decisions about the growth and development of the program, and develop and maintain a program that works for our students. The following three tables are the 1994-95 WAC statistics:

Work Cited

Anson, Chris M. Introduction. Writing Across the Curriculum: An Annotated Bibliography. Comp. Chris M. Anson, John E Schwiebert, and Michael M. Williamson. Westport: Greenwood P, 1993.

Monroe County Community College

The Writing Center: Fall Semester 1994, Statistics

No. of Writing Conferences:

Main Campus	699			Appointment	269
Whitman Campus	84			Fellowed Class	455
Jefferson Center	1	Total	784	Walk-in	60

Writing Assignment:	500 Word Theme	249	Research Paper	124	Creative Writing	1
	Journal	74	Essay Test	2	Resume	0
	Note Taking	1	Bk/Art Review	45	Lab Report	0
	Outline	1	Paragraph	1	Other	8

Type of Writing Assignment:	Narrative	22	Descriptive	15
	Expository	151	Persuasive	116
Method of Organization:	Chronological	4	Cause/Effect	10
	Definition	14	Comp/Contrast	12
	Division/Class	11	Analogy	31
	Example	10	Other	3
Stage of Writing Process:	Prewriting	88	Drafting	361
	Revision	147	Editing	57
	Final Product	55	Rewrite of Final	2
WF Assisted with Content:	Subject	23	Thesis	85
	Logic	39	Development	94
	Audience	14	Other	6
Organization	Intro /Conclusion	132	Body	159
	Transitions	69	Format	114
Grammar / Mechanics	Punctuation	132	Spelling	88
	Grammar	71	Syntax	117
	Diction	60	Other	18
Department Represented:	Hum/Soc Science	632	Health Science	41
	Business	102	Science/Math	9
	Ind Tech	0		

Monroe County Community College

The Writing Center: Winter Semester 1995, Statistics

No. of Writing Conferences:

Main Campus	836			Appointment	413
Whitman Campus	126			Fellowed Class	485
Jefferson Center	10	Total	972	Walk-in	74

Writing Assignment:	500 Word Theme	285	Research Paper	229	Creative Writing	1
	Journal	24	Essay Test	1	Resume	3
	Note Taking	0	Bk/Art Review	79	Lab Report	1
	Outline	9	Paragraph	7	Other	34

Type of Writing Assignment:	Narrative	11	Descriptive	18
	Expository	136	Persuasive	107
Method of Organization:	Chronological	6	Cause/Effect	9
	Definition	28	Comp/Contrast	55
	Division/Class	13	Analogy	55
	Example	4	Other	5
Stage of Writing Process:	Prewriting	82	Drafting	451
	Revision	213	Editing	75
	Final Product	51	Rewrite of Final	0
WF Assisted with Content:	Subject	21	Thesis	103
	Logic	91	Development	177
	Audience	29	Other	132
Organization	Intro /Conclusion	167	Body	147
	Transitions	40	Format	85
Grammar / Mechanics	Punctuation	152	Spelling	88
	Grammar	71	Syntax	173
	Diction	61	Other	41
Department Represented:	Hum/Soc Science	726	Health Science	64
	Business	161	Science/Math	18
	Ind Tech	3		

Monroe County Community College

The Writing Center: Spring Semester 1995, Statistics

No. of Writing Conferences:

Main Campus	32			Appointment	17
Whitman Campus	0			Fellowed Class	12
Jefferson Center	0	Total	32	Walk-in	3

Writing Assignment:	500 Word Theme	12	Research Paper	11	Creative Writing	0	
	Journal	0	Essay Test	0	Resume	0	
	Note Taking	1	Bk/Art Review	2	Lab Report	0	
	Outline	0	Paragraph	0	Other	1	

Type of Writing Assignment:	Narrative	0	Descriptive	0
	Expository	0	Persuasive	3

Method of Organization:	Chronological	0	Cause/Effect	0
	Definition	0	Comp/Contrast	0
	Division/Class	0	Analogy	0
	Example	0	Other	0

Stage of Writing Process:	Prewriting	5	Drafting	14
	Revision	2	Editing	6
	Final Product	0	Rewrite of Final	0

WF Assisted with	Subject	0	Thesis	5
Content:	Logic	4	Development	1
	Audience	0	Other	0
Organization	Intro /Conclusion	4	Body	3
	Transitions	3	Format	10
Grammar / Mechanics	Punctuation	7	Spelling	0
	Grammar	2	Syntax	7
	Diction	2	Other	2

Department Represented:	Hum/Soc Science	32	Health Science	0
	Business	0	Science/Math	0
	Ind Tech	0		

Writing Fellow Conferences by Department

	Fall Semester	Winter Semester	Spring Semester
Hum/Soc Science	632	726	32
Business	102	161	0
Industrial Technology	0	3	0
Health Science	41	64	0
Science/Math	9	18	0

Conferences Conducted: Main Campus, Whitman, and Jefferson

Total number of Writing Fellow conferences by location:

Fall Semester		Winter Semester		Spring Semester	
Main Campus	699	Main Campus	836	Main Campus	32
Whitman Center	84	Whitman Center	126		
Jefferson Center	1	Jefferson Center	10		

Comparison of

Fellowed Classes:	(required attendance)	
Appointments:	(not required attendance)	
Walk-ins:	(not required attendance).	
Fall Semester:	Appointments:	269
	Fellowed Class:	455
	Walk-ins:	60
Winter Semester:	Appointment:	413
	Fellowed Class:	485
	Walk-ins:	74
Spring Semester	Appointment:	17
	Fellowed Class:	12
	Walk-ins:	3

VI. Scheduling

Creating and maintaining a fixed and consistent schedule for the Writing Center is a difficult but important task. Because the Writing Fellows are generally very active people, they have complex schedules in their working and personal lives that must be considered. However, it is important that we provide equal access to the Writing Center for night students, day students, and Saturday students.

Three things must be considered in scheduling each Writing Fellow: the Writing Fellow's daily schedule, the fellowed class to which he or she is assigned, and parallel scheduling for each new Writing Fellow's mentor. As indicated by the sample schedules that follow, we made every attempt to provide maximum coverage without having the Writing Fellows bear an undue burden.

In addition, the program must have comprehensive coverage to afford all students access to our services. We must consider our students' schedules and their time limitations. With that in mind, we must also be flexible enough to meet the student's needs--not our own. The following are sample schedules from the Writing Center:

Writing Center Schedule: Fall 94

Main Campus: (313) 242-7300 ext. 278

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8 -9			Kathleen Hammond			
9-10	Angie Irwin Lesley Royce	Glori Puskarich	Kathleen Hammond Lesley Royce	Glori Puskarich	James McAninch	Kelly Burnard
10-11	Angie Irwin		Marie Patterfritz	Holly Hawkins	James McAninch	Kelly Burnard
11-12	Denise Labardee		Denise Labardee	Diana Agy		Sharon Elefritz
12-1	Amanda LaRochelle Jo Thayer	Holly Hawkins	Amanda LaRochelle Jo Thayer	Diana Agy		
1-2	J. Penny Havekost	Kellie Carr	J. Penny Havekost	Carol Sliwka	Marie Patterfritz	
2-3	Ron Laverty	Kellie Carr	Ron Laverty	Carol Sliwka		
3-4	Lisa Drodt	Karen Paben	Arlene Mondro	Peggy Engel		
4-5	Lisa Drodt	Karen Paben	Arlene Mondro	Sharon Elefritz		
5-6	Charles Gould	Peggy Engel	Cindi Hueston			
6-7	Charles Gould		Cindi Hueston			

Whitman:

Tammy Hartung	11:00 - 1:00 p.m.		Tuesday
Adrienne Bogedain	2:00 - 3:00 p.m.		Tuesday
	12:00 - 1:00 p.m.		Thursday
Sue Cairl:	7:30 - 9:30 p.m.		Thursday

Jefferson: Sandy Johnson 7:00 - 8:00 p.m. Monday and Thursday

Writing Center Schedule: Winter 95
Main Campus

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8 -9		McAninch Metz		H. Hawkins McAninch	Havekost	
9-10	Puskarich Pogarch	Labardee Fountain	Royce Pogarch	Labardee	Havekost	
10-11	Puskarich McCutcheon	Fountain McCutcheon	Royce Bunker	Paben	H. Hawkins Nemec	Smith
11-12	Irwin Taylor	Curtis	Balestra Bunker	Paben	ArLaRochelle Balestra	Smith
12-1	Irwin Taylor	Hartung Thayer (12:30-1:30)	Agy Waterstradt	Hartung Metz Thayer 12:30	Waterstradt Nemec	
1-2		Hammond	Agy	Burnard ArLaRochelle		
2-3	S. Hawkins	Gould	Gould Curtis	Burnard	Amanda LaRochelle S. Hawkins	
3-4	Nartker		Amanda Larochelle Nartker			
4-5	Heuston	Updyke		Hammond Updyke		
5-6	Leonhardt	Donahoe	Vasbinder			
6-7	Leonhardt	Donahoe	Hueston Vasbinder			

Whitman:	Sliwka	M & W	9:30-10:30
	Cairl	W	11:00 - 1:00
	Bogedain	T & Th	7:00-8:00 p.m.
Jefferson:	Johnson	Th	6:30-8:30 p.m.

Writing Center Schedule: Spring 95

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9:00-10:00	Carol Sliwka		Carol Sliwka			
10:30-11:30	Tina Waterstradt	Tina Waterstradt	Tina Waterstradt	Tina Waterstradt		
12:30-1:30	Cheryl Bunker Denise Labardee	Cheryl Bunker Denise Labardee	Cheryl Bunker	Cheryl Bunker Denise Labardee		
1:00-2:00	Carrie Nartker		Carrie Nartker			
1:30-2:30	Denise Labardee					
2:00-3:00	Carrie Nartker	Tara Pogarch	Carrie Nartker			
3:00-4:00	Tara Pogarch	Tara Pogarch				
4:00-5:00	Tara Pogarch					

VII. Program Evaluation by Students

I was pleasantly surprised at the number of responses to the "Student Evaluation Questionnaire." We had 479 students fill out the questionnaire, and their responses were overwhelmingly positive.

From these responses I have learned several interesting things about the motivation for students to use the Writing Center. For example, almost two-thirds of all students who use the Writing Center do so because it is a course requirement; however, their responses also indicate that once they used the service, they found it to be very helpful.

Another encouraging statistic is that 54% of students in Fall Semester and 63% of students in Winter Semester used the Writing Center more than once. This also attests to the program's value. When students are returning for second and third conferences, the program is working.

In Fall Semester, 95% of the respondents indicated they found the Writing Fellow program to be very effective or effective, and in Winter Semester 97% found the program to be very effective or effective.

These statistics, as well as the others that follow, strongly indicate our students are being helped by the WAC program. In addition, the anecdotal comments that follow indicate a high degree of satisfaction with the program. Even the negative comments were generally about improving services rather than being disparaging remarks.

The following statistics and comments contribute to understanding the interaction taking place between students and the WAC program:

Fall Semester:

The Writing Center

Evaluation Questionnaire

Why did you come to The Writing Center? (check one)

Course requirement:	76%	(187 of 245)
Needed help with specific assignment:	17%	(43 of 245)
To improve writing skills:	6%	(14 of 245)
Reputation of the Writing Center:(less than)	1%	(1 of 245)

How did you arrange your Writing Fellow conference? (check one)

Writing Fellow assigned to course:	59%	(145 of 247)
Made an appointment:	39%	(97 of 247)
Walk-in (no appointment):	2%	(5 of 247)

Was this your first conference with a Writing Fellow?
yes: 46% (103 of 224) no: 54% (121 of 224)
Did you find it convenient to use the Writing Center?
yes: 92% (205 of 222) no: 8% (17 of 222)
Did the WF identify problems in your writing of which you were unaware?
yes: 91% (202 of 222) no: 9% (20 of 222)
Was the Writing Fellow courteous and respectful?
yes: 99% (230 of 232) no: 1% (2 of 232)
Do you think you will use The Writing Center again?
yes: 89% (191 of 215) no: 11% (24 of 215)

How helpful were the written comments on your paper?

Very Helpful:	48%	(104 of 221)
Helpful:	43%	(95 of 221)
Marginally Helpful:	8%	(19 of 221)
Not Helpful:	1%	(3 of 221)

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How helpful was your conference with a Writing Fellow?

Very Helpful:	49%	(114 of 235)
Helpful:	44%	(105 of 235)
Marginally Helpful:	6%	(14 of 235)
Not Helpful:	1%	(2 of 235)

Check your overall rating of the Writing Fellow with whom you worked.

Very Effective:	56%	(126 of 226)
Effective:	39%	(88 of 226)
Marginally Effective:	4%	(9 of 226)
Not Effective:	1%	(3 of 226)

Check your overall rating of the Writing Fellows Program.

Very Effective:	54%	(119 of 221)
Effective:	41%	(90 of 221)
Marginally Useful:	4%	(11 of 221)
Unsatisfactory	1%	(1 of 221)

Winter Semester:

The Writing Center

Evaluation Questionnaire

Why did you come to The Writing Center? (check one)

Course requirement:	63%	(146 of 234)
Needed help with specific assignment:	19%	(43 of 234)
To improve writing skills:	16%	(39 of 234)
Reputation of the Writing Center:(less than)	2%	(6 of 234)

How did you arrange your Writing Fellow conference? (check one)

Writing Fellow assigned to course:	46%	(98 of 214)
Made an appointment:	47%	(101 of 214)
Walk-in (no appointment):	7%	(15 of 214)

Was this your first conference with a Writing Fellow?
yes: 37% (76 of 206) no: 63% (130 of 206)
Did you find it convenient to use the Writing Center?
yes: 97% (196 of 202) no: 3% (6 of 202)
Did the WF identify problems in your writing of which you were unaware?
yes: 91% (184 of 203) no: 9% (19 of 203)
Was the Writing Fellow courteous and respectful?
yes: 99% (204 of 206) no: 1% (2 of 206)
Do you think you will use The Writing Center again?
yes: 90% (187 of 206) no: 10% (19 of 206)

How helpful were the written comments on your paper?

Very Helpful:	57%	(110 of 192)
Helpful:	36%	(69 of 192)
Marginally Helpful:	6%	(12 of 192)
Not Helpful:	1%	(1 of 192)

How helpful was your conference with a Writing Fellow?

Very Helpful:	62%	(127 of 204)
Helpful:	31%	(64 of 204)
Marginally Helpful:	6%	(12 of 204)
Not Helpful:	1%	(1 of 204)

Check your overall rating of the Writing Fellow with whom you worked.

Very Effective:	70%	(143 of 205)
Effective:	27%	(55 of 205)
Marginally Effective:	2%	(5 of 205)
Not Effective:	1%	(2 of 205)

Check your overall rating of the Writing Fellows Program.

Very Effective:	66%	(135 of 206)
Effective:	31%	(65 of 206)
Marginally Useful:	2%	(5 of 206)
Unsatisfactory	1%	(1 of 206)

Comments from Student Questionnaire

"Conferencing with the Writing Fellow brings small points of possible improvement to my attention that I would have otherwise overlooked. It provides an objective opinion that I lack, being the author of the paper."

"I walked in at the last minute and thankfully was able to get an appointment with a Writing Fellow. She was very helpful and even gave me some literature so I can help myself when it comes to my writing errors."

"The Writing Fellow was very helpful, courteous, and was able to evaluate my paper as I walked in without an appointment. He provided only positive criticism and ideas to work with to make this paper a good one. Thank you."

"I think the Writing Fellow program is an added bonus at the college. Both of the Writing Fellows I have worked with have been helpful and courteous."

"The conference was very helpful and I learned a lot of things that you would never learn or have time to learn in class."

"The Writing Fellow was, once again, very helpful. She goes above and beyond all expectations by scheduling special appointments. Keep up this excellent program."

"This program is extremely helpful; please continue offering it at the Whitman Center."

"I like to write and believe I do that well. However, the Writing Fellow provides an 'ear' to catch any problems before my paper is submitted for a grade."

"The Writing Fellow was very helpful and asked my questions instead of just telling me what was wrong."

"I thought the conference went very well. The Writing Fellow. . .made suggestions in a way that did not seem criticize me or my work."

"It puts my mind at ease when I turn a paper in knowing someone else has read it and has given me ideas."

" It would be more helpful if the hours could coordinate with an evening student's schedule."

"The Writing Fellows provide an objective critique of one's paper which can give fresh, unbiased comments and suggestions. They may see things you missed after looking at the paper for so long."

"The Writing Fellow had a great deal of knowledge, especially in the texts: MLA and Holt. I've appreciated this vital service. Thank you. Keep up the good work."

"I enjoyed going to see a Writing Fellow. She showed me how to do my paper and made me understand it without making me feel dumb."

"I think that more professors should us the Writing Fellow program because I think the professors would be handed well-written papers, not junk."

"The Writing Fellow I saw was very helpful and knowledgeable about the writing process. I was very impressed with the program in general."

"The Writing Fellow was a great help with my paper. If it were not for her, my paper would have been a disaster."

"I didn't feel belittled discussing my assignment. She helped instill confidence."

"She showed me how to check my writing and I've used it and found it very helpful."

"I think this is a great idea! I probably would not have known about it had it not been course required."

"It was hard to coordinate schedules. Comments were very helpful though. I appreciated them."

"Keep up the good work. This program is highly effective. Too bad everyone doesn't take advantage of this excellent program."

VIII. Program Evaluation by Faculty

The role of the faculty in the WAC program is certainly considerable. As indicated earlier, without them the WAC program could not continue. As part of an ongoing evaluation process, the participating faculty were asked to discuss their overall satisfaction with the program and identify areas of concern. The following are their responses:

"The only problem is their failure to stop in regularly to see the professor. If they were to do this more, I could give more help and ask more questions."

"This program is a wonderful addition to the college."

"I'm convinced that many of the final 'B's' would have been 'C's' or lower."

"The process is close to perfect. This is a terrific program."

"A short presentation to the class from the Writing Fellows would be helpful. If they could cover the writing Fellow's role, and in our case, a short presentation on how to write a summary."

"It is important to have writing fellows assigned in the evening if assigned to an evening class."

"Well done! Procedures were followed to the letter. A fine, polished program, very helpful to my students and especially me."

"When incorporating Writing Fellow's suggestions, papers improved tremendously."

"Very good. It shows our students that the professor and the college is concerned about writing."

"Successful program. Writing Fellows scheduled appointments in a timely fashion to accommodate my class."

"I am very pleased with the WAC program for Fall 94. The Fellows assigned to my classes were thorough, conscientious, and very helpful."

"Outstanding! The program has become an integral part of my course and this last semester simply proved its efficacy."

"An excellent program. Keep up the good work."

IX. Writing Fellow Questionnaire

In addition to compiling student evaluations of the program, I solicited responses from the Writing Fellows about a range of topics concerning the program, their tutoring experiences, and the value of the program to students and themselves. I think the responses indicate a high degree of satisfaction with the WAC program. The Writing Fellows perceive this program to be valuable to students, as well as being valuable to their own education. Several of them indicated that tutoring other students has made them better thinkers and writers.

I think this self-evaluation plays an important role in the development of the WAC program and provides information that could not be otherwise drawn from other sources. The following is a list of questions and responses:

1. Has working as a Writing Fellow met your expectations? Explain.

"Yes, and then some. Before being a part of this program, I had no idea what the Writing Fellow program was. Now after being involved with it, I have learned how many people it reaches and helps across the campus. I feel closer to the campus now, since I can understand what it does."

"Yes. I expected to learn more about writing and I did. With all the books we read, there were parts of writing I had never even thought about or heard of. It was also fun working in the LAL. I also enjoyed getting to know the other students, and I will miss that a great deal."

"Yes--and then some. Everyone told me what a wonderful program I was getting involved in, but until I experienced being a Writing Fellow I didn't truly understand what they meant."

2. In what area is the WAC program most effective?

"The program is most effective in getting students to write, even though they don't want to do it. Once they begin writing, some actually enjoy it, realize it's not as hard as they thought, and realize its importance."

"In my experience, it has been the most effective in helping students revise their papers, and also in coming up with ideas to add to a paper."

"WAC is effective in allowing students to relate to their classes differently than the relationship obtained by the routine test taking. It allows for a deeper understanding."

"Providing a friendly and sincere place to receive constructive feedback about writing."

"Helping the student get started when they haven't a clue as to how to begin."

"Building self-confidence."

"I think it promotes 'good' writing. I can't help but cringe when I hear an instructor in another discipline (other than English) announce the he doesn't care about grammar. Ugh!!! Aren't we in an institution of higher learning?"

3. What type of students do you think are helped most by the program?

"I think it is the students who are required to meet with a Writing Fellow because they know what it's like and some continue to meet with other Writing Fellows for other classes."

"Students who lack confidence with their writing."

"All students are helped by the program, but students who are helped the most are the ones who are motivated to improve their writing skills and apply these skills to all subjects."

"All students--regardless of level of writing skills--benefit from the program."

4. What purpose does the WAC program best serve? Should it serve?

"The WAC program. . .stresses the importance of writing in all disciplines."

"It helps students to understand the writing process. It's a complicated process and isn't as simple as writing something down and turning it in. It takes thought and lots of revision!"

"The purpose it best serves is getting the student more involved in the learning process."

"The WAC program best serves in enlightening students to the process of writing--that one must go through stages to end up with a complete and coherent paper."

5. Why should the WAC program continue at MCCC?

"The WAC program should continue because it forces people to write in all aspects of their studies. This is an effective way to develop writing skills, especially if a person doesn't take an English class. It prepares people for the future."

"The WAC program should continue because writing is an important academic and life skill, and many students need help in this area."

"Because teachers don't have time to sit down individually with their students before papers are due. Their (teacher's) job is to evaluate and give grades. They are there to be critical. The Writing Fellows help to make writing a positive experience."

"It is important that students are able to receive help in writing since writing is such a huge part of the outside world. It is a skill everyone needs to develop and proves invaluable when moving on in life after the community college level."

"Many students are intimidated by instructors and are hesitant to speak up when they have questions. The Writing Fellow is a peer and perhaps a student will feel more comfortable seeking help."

"Yes! Yes! It must continue! I have had students tell me that without our help they would have dropped out of college. Sometimes just a little encouragement is all that's needed."

6. What one or two things would you do to improve the program?

"Try to get more professors to require their students to see a Writing Fellow."

"Require more writing in the classes. I have had very few papers due in classes outside my composition class."

"Encourage teachers to develop different and more interesting methods, besides the traditional research paper."

"Require all students to take 151 and 152 English." (3 responses)

"Keep program at Whitman for those who need and want it. I get lots of favorable comments about the program at Whitman about how they are glad it is there."

"Keep Senior Writing Fellows on present payment plan."

7. Have you helped your tutees improve their writing? Why or why not?

"Yes I feel I have since I received many returning tutees, and I saw an improvement in their skills with each visit."

"I hope so. I know I have when I see the light bulb go on in their head. When that happens, I know they can do it by themselves."

"It depends on the tutee--some have been helped, others may not have responded to suggestions."

"I have given my tutees the confidence to improve their writing. I have noticed improvements in all of my regular tutee's work."

8. If you could, what one thing would you change, eliminate, or add?

"Senior Writing Fellows could mentor the new Writing Fellows more."

"I would improve the mentoring program."

"A monthly or weekly meeting for all Writing Fellows to discuss strategies that work or don't work."

"I wish we had a larger LAL because sometimes it can get very crowded, and it's hard to concentrate when someone is reading his or her paper to you."

9. What is your opinion of the changed payment plan implemented for 1995-96?

"I feel it will negatively influence possible Writing Fellows. Many WF candidates receive scholarships and may not need the additional help with payment for classes, books, etc. Everyone can use cash."

"I do not like it. I am already reimbursed 75% of tuition for schooling anyway."

"I understand the reasoning behind the change; however, I prefer the cash."

"I like the changed plan. . . However, I hate to see the program take a loss when someone drops out."

"I think it seems a little unfair to those who are on full scholarship"

"I think the payment plan for 95-96 is appropriate."

"I think it is somewhat restrictive since the students are limited in its use. However, if the college feels the need to change policy, it must be for a good reason."

"I prefer the scholarship plan because it offers exclusivity."

"Good idea! Most use the money for classes anyway, so what is the difference?"

"It's fine with me. I have earmarked my WF funds for tuition anyway."

"It think it is a good idea."

"It is okay!"

10. Identify the area, skill, knowledge, ability, proficiency, etc., in which you still feel unprepared or inadequately trained.

"Grammar."

"Some types of essays I have never had to do, so I have no way to explain them."

"After two semesters I feel I can handle any situation."

"I still worry about grammar--some low-level things."

"I do not feel unprepared or inadequately trained."

"I still have writing problems--everyone does. But the difference is that now I know how to fix them. I'm actually better at finding mistakes in other's writing than my own."

"I still feel inadequately trained in dealing with students who either don't want to be there, think nothing is wrong with their paper, or are impatient."

"I am still insecure with punctuation and the quality of my own writing."

"I still have a problem with students who demand a proofreader and comma inserter."

11. What have you learned from being a Writing Fellow?

"I have learned to be more direct. I have learned to offer constructive criticism without fear of offending the tutee."

"I've learned that I'm not the only person on campus who is afraid of 'formal' writing, and I'm not the only one who needs help."

"I have learned so many different things. I have learned the true meaning of organization. I have also learned how to be able to communicate more effectively with people."

"I have learned a lot about the writing process, and that I am not alone in feeling insecure about writing."

"I have learned patience."

"I have learned that not everyone is a born writer, and it takes patience to help people learn. I have also learned that I can't help people repair their whole paper--I have to be happy with small improvements."

"This space isn't big enough. . .! I have gained academic knowledge as well as learned how to better deal with people."

"I've learned to 'read' a student's body language. I now know when to pull back and when to charge forward with my writing suggestions. I've also learned to take constructive criticism better myself since I've spent so much time doling it out."

"I've learned to work with the motto 'strive for progress--not perfection.'"

12. Please identify one or two strengths and weaknesses of the WAC Coordinator. Include any suggestions for improvement.

"Strength: is approachable by students--a very important personality trait. He will listen to ideas. This encourages students to think on their own. . . ."

"I'd like to see the Coordinator in the LAL more often."

"Mr. Dillon explained information well and made the class very interesting."

"The Coordinator has done a fine job at organizing and keeping the Writing Center staffed."

"Strength: Almost always available for questions. Weakness: not always having solid answers."

"One strength would be that you are very well organized."

"Mr. Dillon's strengths lie in his ability to organize and systematically teach writing and tutoring skills which enables Advanced Comp students to apply these skill to their own writing as well as to their tutee's writing."

"I don't remember any observations by him, especially on Saturdays. Strengths: his encouragement that I could do this, and that I wouldn't be in the program if I couldn't."

"My favorite thing about the WAC Coordinator was the fact that he trusted us to tutor the other students. He taught us everything we needed to know, and then left us alone. He didn't hang around the LAL breathing down our necks."

"The Coordinator has done a good job of keeping the program organized. I think he cares about the program and makes it as accessible to students as he can."

"Mr. Dillon operates on our level, he isn't condescending or unapproachable--which is very important. Knowledgeable, understandable, and flexible, all important characteristics in a teacher and a program coordinator."

"Mr. Dillon is a great professor and WAC Coordinator. He always makes time to talk to you about the WF program and life in general. He is caring and concerned, and he is genuinely interested in his students and in helping them become better writers and writing fellows."

X. Newsletters

The WAC newsletter should play an active role in communicating information about the WAC program: advertising services, announcing schedules, reinforcing the philosophy of the program, and providing instructors with realistic strategies for incorporating writing into courses. If we indeed believe in collaborative efforts in addressing the writing problems of our students, we must first find avenues of communication between the WAC program and the teaching divisions of the college.

A few of the strategies I employed were advertising the open hours of the Writing Center, printing Writing-Center schedules with hours and corresponding names of Writing Fellows, providing referral forms for faculty use, and maintaining up-to-date news about our Writing Centers at Whitman and Jefferson. In addition, I reviewed articles about Writing Across the Curriculum, and in the last issue listed ten practical classroom applications of writing-to-learn activities.

I am convinced that the newsletter is an important tool for reinforcing WAC philosophy. Without the newsletter it is too easy, even for faculty who believe in collaborative learning, to forget what we stand for and what we are attempting to accomplish. And we must also try to recruit new members into the fold--those who may need more information or research before they decide to use the program.

I attempted to increase the number of newsletters from the last few years. My goal was to write one newsletter each semester and I met that goal. In review, I think this is a reasonable number, but I will look at the possibility of producing two for Fall and two for Winter if there is a need. The following are the WAC newsletters from Fall, Winter, and Spring:

Monroe County Community College

Language for Learning

October 1994
Editor: Tim Dillon
Newsletter of the Monroe County Community College Writing Program

Writing Fellows at Work in the LAL

Monroe County Community College has 28 Writing Fellows for fall semester. Twenty-four of these students are enrolled in 254 Advanced Composition, while four of these students have completed 254 Advanced Composition and have several semesters of experience working as writing fellows.

The Writing Fellow program opened on September 26 in the LAL on main campus, with eighteen writing fellows available to all MCCC students. In addition, five writing fellows are working at The Whitman Center and one writing fellow is working at the Jefferson Center. (For a complete schedule see pages 3 and 4 of this newsletter.)

This semester we have our 28 writing fellows assigned to 14 faculty members and 20 sections of academic study. This means we have the potential to reach over 500 students who have writing as a course requirement. While these numbers are encouraging, our goal is to reach even more students. (See next article on how you can use WAC.)

The writing fellows are dedicated students who are eager to work with MCCC students. However, the writing fellows need your help. Your encouragement is essential. If you do not encourage your students to use The Writing Center, they are less likely to make an appointment.

Please remember that our services are not remedial. The writing fellows are trained to work with every stage of the writing process from developing ideas to polishing a finished product. All students can benefit from a writing conference; indeed, my experience is that the best writers are often the first to seek help. Please do your students a favor and direct them to The Writing Center.

How Can The Writing Center Help My Students?

If you have asked yourself the above question, a busy schedule and demands of teaching may have prevented you from seeking an answer.

The Writing Center can help your students in two ways. First, you may submit your name and course to be matched with a writing fellow for a semester. This means, one or two writing fellows will be assigned to your course, to exclusively work with your students on their writing projects. They will come into your class and explain the writing fellow program, and they will arrange conference appointments with each of your students for each writing project you assign. Approximately two weeks before a paper is due, you can collect the students' first drafts. The writing fellow will then take them home, read them, fill out a comment sheet, and in conference, discuss with the writer his or her problems (e.g., logic, clarity, organization, and grammar). We know from research and experience that this

process improves the quality of your students' finished work. This means you will read better papers.

Second, if you have decided that an exclusive writing fellow is not for you, your other option is to refer students to The Writing Center during regularly scheduled hours to be conferenced on any stage of the writing process. I am providing you with a form (see last page) which you may duplicate as needed. You can give this to a student with a specific writing problem, or hand out forms to the entire class. You can make this a requirement, or you can encourage students to go to The Writing Center by offering a bonus for attendance.

Whether you choose the first or second option, in both cases you will be helping your students develop skills in an area they often find most difficult: writing.

Attention Part Time Faculty!

As a former part time faculty member, I know it is easy to feel out of the mainstream about campus services. Often we teach our classes with little fanfare or recognition, and we avoid getting involved in the complete college program. However, when I was part time, one of my students educated me to the benefits of The Writing Center. She went to the center on her own, and returned to my class with praises for the help she received. I began making referrals for individual students, and they reported similar success. Please consider one of the above options for your students. Tell them about The Writing Center before they tell you.

Whitman News!

This year we have five writing fellows available at Whitman Center. (See schedule on pg. 5 for days and times.) Adreienne Bogedain, Carol Sliwka, Tammy Hartung, Sue Cairl, and Lesley Royce are hoping that the faculty at Whitman will soon begin to use their services. If you are teaching at Whitman, you can use the referral form, or encourage students to make an appointment at the reception desk. As usual, walk-ins are welcome, but it is better to make an appointment.

Jefferson News!

For the first time we have a writing fellow available at the Jefferson Center. Sandy Johnson is available from 7:00 to 8:00 p.m. on Monday and Thursday. She told me she hasn't had any business, but she is eager to begin using her training. To all the Jefferson faculty, please help Sandy get busy.

Call for Writing-Across-the-Curriculum Ideas

Do you have a special writing assignment that has been successful? Do you have an idea for a writing assignment that hasn't been tried? Are you interested in some new ideas for writing assignments in your discipline? Yes! We will print your ideas or questions in the coming newsletters, if you just get them to us. Call me at ext. 295, or drop me a note in my mail or under my office door, CLRC Rm. 215.

News and Notes!

Don't forget those writing-fellow nomination forms you received in the mail. The success of the WAC program for Winter semester depends on your nominations. Thank you.

Fall 1994 Fellowed Classes

Instructor	Course	Enrollment	Writing Fellows
Monroe Campus			
Jim DeVries	Anthropology 152	35	Diana Agy Kathleen Hammond
Don Hyatt	Intro. to Business 151	36	Marie Patterfritz Jo Thayer
Robert Merkel	Children's Lit. 256	22	Peggy Engel
Robert Merkel	Music 165.	20	J. Penny Havekost
B.J. Harmon	Calculus 171	32	Ron Laverty Charles Gould
B.J. Harmon	College Algebra 157	35	Holly Hawkins Ron Laverty
Kathleen Masters	Nursing 203	39	Cyndi Whitcraft Glori Puskarich
Larry Leach	Basic Writing 090	25	Lesley Royce
J. Alvarez	Social Work 105	30	Arlene Mondro Lucinda Hueston
J. Alvarez	Social Work 107	17	Sandra Johnson
Stuart Fike	History 151	12	Kelly Burnard
Stuart Fike	History 152	25	Tammy Hartung
Marge Bacarella	Political Science 151	30	Karen Paben Angie Irwin
Marge Bacarella	Political Science 151	35	Kellie Carr Angie Irwin
Marc Brunner	Politica Science 151	28	Denise Labardee James McAninch
Bud Connolly	Social Work 151	26	Sharon Elefritz James McAninch
John Holladay	Philosophy 152	20	Lisa Drodt
John Holladay	Philosophy 152	21	Amanda LaRochelle
Whitman Center			
Greg Havilseck	History 154	34	Carol Sliwka Sue Cairl
Tom Moyer	Sociology 151	23	Adrienne Bogedain

Writing Center Schedule: Fall 94

Main Campus: (313) 242-7300 ext. 278

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8 -9			Kathleen Hammond			
9-10	Angie Irwin	Glori Puskarich	Kathleen Hammond	Glori Puskarich	James McAninch	Kelly Burnard
10-11	Angie Irwin		Marie Patterfritz	Holly Hawkins	James McAninch	Kelly Burnard
11-12	Denise Labardee		Denise Labardee	Diana Agy		Sharon Elefritz
12-1	Amanda LaRochelle Jo Thayer	Holly Hawkins	Amanda LaRochelle Jo Thayer	Diana Agy		
1-2	J. Penny Havekost	Kellie Carr	J. Penny Havekost	Cyndi Whitcraft	Marie Patterfritz	
2-3	Ron Laverty	Kellie Carr	Ron Laverty	Cyndi Whitcraft		
3-4	Lisa Drodt	Karen Paben	Arlene Mondro	Peggy Engel		
4-5	Lisa Drodt	Karen Paben	Arlene Mondro	Sharon Elefritz		
5-6	Charles Gould	Peggy Engel	Lucinda Hueston			
6-7	Charles Gould		Lucinda Hueston			

Whitman:	Carol Royce:	9:00 - 10:00 a.m.	Monday and Wednesday
	Sue Cairl:	11:00 - 12:00 a.m.	Monday and Wednesday
	Tammy Hartung	11:00 - 1:00 p.m.	Tuesday
	Adrienne Bogedain	12:00 - 1:00 p.m.	Tuesday and Thursday
	Carol Sliwka	1:00 - 2:00 p.m.	Tuesday and Thursday
Jefferson:	Sandy Johnson	7:00 - 8:00 p.m.	Monday and Thursday

Writing Center Schedule: Fall 94

Whitman Center Campus

(313) 847-0559 or Toll Free 800-462-5114

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8 -9						
9-10	Lesley Royce		Lesley Royce			
10-11						
11-12	Sue Cairl	Tammy Hartung	Sue Cairl			
12-1		Tammy Hartung Adrienne Bogedain		Adrienne Bogedain		
1-2		Carol Sliwka		Carol Sliwka		
2-3						
3-4						
4-5						
5-6						
6-7						

Jefferson: Johnson 7:00 - 8:00 p.m. Monday and Thursday

Writing Center Referral Form
Monroe County Community Colleg e

Date: _____

Instructor: (Please attach this form to the student's assignment, if appropriate.)

I am referring _____ to The Writing Center for assistance with the writing skills listed below:

_____
(Course Instructor)

Student: You may bring this form to The Writing Center on the second floor of the CLRC, or to one of the extension centers at Whitman or Jefferson. Someone may be available to work with you, but you would be wise to call ahead and make an appointment. Main Campus: 313-242-7300 ext. 278. Whitman Center: 313-847-0559. Jefferson Center: 242-7300.

Date: _____

Student: _____

Your student came to The Writing Center today. We worked in the following way:

_____
(Writing Fellow)

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1994 Fall Semester Writing Fellows Class

Monroe County Community College

Language For Learning

February 1995
Editor: Tim Dillon
Newsletter of the Monroe County Community College Writing Program

Eighteen New Writing Fellows Join WAC Staff

Your nominations of Writing Fellow candidates have produced 18 new Writing Fellows for Winter Semester. This brings the number of active Writing Fellows to 38 for Winter Semester. This number allows increased contact hours in the Writing Center, and more flexibility in dealing with students' busy schedules. In fact Writing Fellows are available a total of 72 hours each week in the Writing Center. Below is a list of new Writing Fellows and Senior Writing Fellows (one semester or more of experience).

The new Writing Fellows are enrolled in 254 Composition and working diligently--learning tutoring skills, composition theory and practice. They are excited about working with students in your classes and in the Writing Center. If you nominated one of these students, I am sure he or she is thankful for your efforts in helping him or her become a writing tutor.

Winter 1995 Writing Fellows

Marian Balestra
Cheryl Bunker
Loren Curtis
Tammy Donahoe
deAndre Fountain
Sherry Hawkins
Armand Larochelle
Kathleen Leonhardt
Tara McCutcheon
Mark Metz
Carrie Nartker
Nichole Nemec
Tara Pogarch
Lisa Smith
Allison Taylor
Melanie Updyke
Theresa Vasbinder
Tina Waterstradt

Senior Writing Fellows

Diana Agy
Adrienne Bogedain
Kelly Burnard
Sue Cairl
Charles Gould
Kathleen Hammond
Tammy Hartung
J. Penny Havekost
Holly Hawkins
Lucinda Hueston
Angie Irwin
Sandra Johnson
Denise Labardee
Amanda LaRochelle
James McAninch
Karen Paben
Glori Puskarich
Lesley Royce
Carol Sliwka
Jo Thayer

*If you have any of these students in class, you might give them some recognition. Their hard work and willingness to help other people should be commended.

Winter 1995 Fellowed Classes

Instructor	Course	Enrollment	Writing Fellows
Monroe Campus			
John Holladay	Phil 151-01	21	Glori Puskarich Tara Pogarch
John Holladay	Phil 151-02	31	Jo Thayer Carrie Nartker
John Holladay	Phil 152-01	15	Karen Paben
Stuart Fike	Hist 154-01	19	Kathleen Leonhardt Theresa Vasbinder
Stuart Fike	Hist 155-03	36	Lesley Royce Charles Gould Loren Curtis
Jacque Alvarez	Swk 108-01	08	Angie Irwin
Ann Orwin	Engl 252-01	24	Amanda LaRochelle Sherry Hawkins
Robert Merkel	Engl 256-01	24	Tammy Hartung Mark Metz
Robert Merkel	Music 165-01	14	J. Penny Havekost
Cheryl McKay	Acctg 205-01	22	Allison Taylor Tammy Donahoe
Lawrence Leach	Spch 151-03	18	Tara McCutcheon Nichole Nemec
Lawrence Leach	Phil 152-02	31	Kelly Burnard Lucinda Hueston deAndre Fountain
Michael Mohn	Weld 105-01	04	Holly Hawkins
Stan Davis	Soc 252-01	15	Kathy Hammond
Bonnie Boggs-Clothier	Rth 116-01	18	Lisa Smith Melanie Updyke
Margie Bacarella	Polsc 151-06	30	James McAninch Tina Waterstradt Armand LaRochelle
James DeVries	Hist 160-01	17	Diana Agy

Instructor	Course	Enrollment	Writing Fellows
Whitman Center			
Marc Brunner	Polsc 151-51	27	Denise Labardee Marian Balestra
Thomas Moyer	Psych 151-53	32	Adrienne Bogedain Carol Sliwka
Thomas Moyer	Soc 151-52	29	Sue Cairl Cheryl Bunker
Jefferson Center			
Stuart Fike	Hist 152-61	08	Sandra Johnson

Writing Fellows Working in Mentor Program

This semester, Senior Writing Fellows are mentors for new Writing Fellows. Senior Writing Fellows discuss problems that arise in the Writing Center and suggest ways to avoid these problems. New Writing Fellows can also contact their mentors if they have questions about a tutoring session, or simply need to know procedures. This program will make new Writing Fellows feel more comfortable in their tutoring roles; consequently, new Writing Fellows should be able to provide better service to students. Most Senior Writing Fellows work with their new partner in the Writing Center, or they have been assigned to the same course as their Writing-Fellow partners.

Whitman News!

Our three Whitman Writing Fellows want everyone to know they are hard at work and looking for business. Carol Sliwka, Sue Cairl, and Adrienne Bogedain are available a total of six hours per week at Whitman. Have your

Whitman News ! (cont.)

students make an appointment, or they can drop by to see if one of the Writing Fellows is available. Carol, Sue, and Adrienne are also available to come into your class to explain the Writing Fellow program. They are working very hard to establish our Writing-Center services. If you have a class at Whitman, please take advantage of this service.

Jefferson News!

Sandy Johnson is again working at the Jefferson Writing Center. She was disappointed last semester that more faculty did not take advantage of her tutoring skills, but she is hoping for improvement this semester. She is assigned to Stuart Fike's History 152 at Jefferson, so I am sure she will be busy for part of the semester. She does, however, have lots of free time to help other Jefferson-Center students. If you have a class at Jefferson, why not ask Sandy to come into your class and explain the Writing Fellow program to your students? They will be glad you did.

Fall Semester Statistics

Fall semester statistics show that we conducted 784 writing conferences in the Writing Centers from September through December. Four hundred and fifty five conferences were from fellowed classes, 269 were appointments from non-fellowed classes, and 60 students arrived as walk-ins from non-fellowed classes. I am hoping, with your help, we can increase the number of students who use the Writing Center from non-fellowed classes. If you assign writing, please discuss the Writing Center with your students, or contact me to arrange for someone to come to your class to introduce the program. This service is available throughout the semester.

Other statistics indicate most of you assign the 500 word theme (249), or the research paper (124). Many of you are, however, assigning journal writing (74) and book/article reviews (45). I encourage more faculty to use journals and reviews. Journal writing is very effective in helping students make sense of course content. Book and article reviews benefit students by keeping them abreast of established and current thinking in a discipline. If you have not tried these writing assignments in your class, you might think about it, or contact me for more information about using journals and reviews.

Last is the breakdown of Writing-Center use by department. Humanities/Social Science had 632 conferences, Business 102, Health Science 41, Science/Math 9, and Industrial Tech 0. I thank Don Hyatt

Fall Semester Statistics

and Bob Tarrant for sending their business students to the Writing Center, and B. J. Harmon for sending his Math students. Their continued support of the program has benefited students by encouraging them to write clearly, concisely, and logically. I also want to thank Michael Mohn for using a Writing Fellow for his Welding class this semester. I hope, however, that more of you in Science/Math and Industrial Tech will take advantage of the Writing Center. If you are not using writing in your class, I hope you consider it. If you are using writing, please consider using the Writing Center by referral. I hope to see bigger numbers for Science/Math and Industrial Tech this semester.

Reminders.

*Please ask your students not to drop off papers in the Writing Center expecting them to be corrected and returned without a conference. The one-to-one exchange of ideas between the student and the Writing Fellow is the heart of what we do. If the student does not make a conference appointment, the paper may be returned to the student without being read by a Writing Fellow.

*I will again be calling on you in March to nominate new Writing Fellows for Fall semester 1995. Please be on the watch for good writers who also work well with people. As always I appreciate your efforts; the program could not continue without your help.

"A writer is not so much someone who has something to say as he is someone who has found a process that will bring about new things he would not have thought of if he had not started to say them."

William Stafford

Monroe County Community College

Language For Learning

June 1995
Editor: Tim Dillon
Newsletter of the Monroe County Community College Writing Program

Notes from the Editor

As you consider your course requirements for Fall Semester 1995, I hope you will consider some of the ideas in this newsletter. There are three sections to this edition of the newsletter: a review of an article by Muriel Harris published in College English in January of 1995, several selections written by current Writing Fellows about their tutoring experiences and observations, and a list of suggestions for "writing to learn" assignments you can use in your courses. If you are not using writing as a learning strategy, I hope some of this information will help change your mind. If you are using writing, I hope this newsletter will give you some new ideas to consider. In any case, I am certain your students become more involved in their courses, learn more about the discipline they are studying, and engage in more complex thinking when writing is part of the course.

I hope you enjoy reading this newsletter--there are numerous ideas worth considering. However, if you still think you're not interested in WAC, I will appeal to the cheap metaphor and note that it is spring, and a time for planting seeds, a time for growth and renewal, a time for cultivating new ground. . . Oh! I can't go on--you get it don't you?

WAC Announcements

*Please use the enclosed supplement to request Writing Fellows for your Fall Semester classes. Because we may not have enough WF's for all your courses, please indicate which classes need WF's the most. I will fill the assignments on a first request basis. So get them in early!

*If you have any potential WF's in your Spring Courses, please send me their names as soon as possible or call me at ext. 295. Thank you.

Five Reasons Students Need The Writing Center

Tutorial Interaction
Encouraging Independence
Developing Strategies
Assisting with Affective Concerns
Interpreting Academic Language

I would like to offer you some ideas about tutors and writing centers as defined by Muriel Harris in her article "Talking in the Middle: Why Writers Need Writing Tutors." In her article she focuses on five reasons students need writing tutors. She argues that tutoring sessions are unique, and that the difficult and time consuming process of critical thinking and writing may be best facilitated in these sessions. I think these are ideas worth thinking about when you plan your next syllabus.

Tutorial Interaction

"Tutorial instruction is very different from traditional classroom learning because it introduces into the educational setting a middle person, the tutor, who inhabits a world somewhere in between student and teacher" (Harris 27-28). Harris suggests the student tutor works on a different level than the instructor. The tutor is perceived by the writer to be an able ally who is there to help--rather than evaluate or criticize. In addition, Harris notes a vital interaction takes place between the tutor and the student because of the established dialogue in the tutoring session. The tutor is able to probe for ideas and build foundations for more writing. The instructor, on the other hand, most often deals with a student's writing in private, away from the student; no dialogue takes place, and the instructor only evaluates the final product.

Students also respond to tutors differently. Students are more likely to defend their work, ask questions, and generally interact with the tutor. Sessions are informal, so discussions may take a variety of approaches. Succinctly, the tutor to student relationship is a much freer, less threatening situation which most students respond to in a positive way. In contrast, the instructor to student relationship is fraught with political and academic obstacles difficult to overcome by even the most discerning instructors.

Encouraging Independence

Harris points to research showing that students prefer to be independent thinkers, "Students insist that they prefer to do their own work, come to their own conclusions, write what was in their own head: these students do not want to be told what to do" (Harris 30). Once again, the tutorial session provides an excellent opportunity for independent thinking. Students often need the freedom to explore a variety of ideas before they are ready to present them in writing. The tutor, as opposed to the instructor, has the advantages of time and a less threatening work environment to encourage independent thinking. In

fact, the tutor can be just the catalyst the student needs to get going on his or her work. The tutor/student dialogue actively engages the student in the process of gathering ideas. The student can toss out several ideas and receive an immediate reaction from the tutor--rather than waiting for the "red comment" on that same idea from the instructor.

As part of this dynamic, Harris notes that language of instructors (jargon or technical terms) is primarily "presentational" and suited for disseminating information and explaining complex theories, while language of tutors (collaborative talk) is "exploratory," and as a less controlling language, suited for generating assertions and making connections (Harris 31).

Acquisition of Strategic Knowledge

Alred and Thelen state, "We know intuitively that teaching students to write requires much more than teaching a canon of rules; it requires that we enable students to rehearse a variety of strategies" (qtd. in Harris: 34). While we as instructors are prepared to explain the theories of our discipline, the tutor may be better equipped to model the practice of it. Tutors help the student work through the "process" or "how to" of writing. Tutors can model, analyze, and discuss the process of outlining, revision, or proofreading with the writer. In fact, tutors at MCCC are trained to offer several strategies for each writing task, allowing the student to leave the session with several new strategies to accomplish his or her writing goal. In the tutorial session, the student identifies the task, observes how it is done, practices it, and receives immediate feedback on its success or failure. This is practical learning that is difficult to duplicate in the classroom.

Assisting with Affective Concerns

"No one doubts that student writers too often lack confidence in their skills or that they find writing to be an anxiety-producing task. . . ." (Harris 35). Lack of confidence can be inhibiting to all writers. Tutors, once again, may be better equipped to deal with this problem. Tutors can lend a sympathetic ear to students' thinking and writing problems. Tutors can also engage the writer in a series of questions and answers meant to elicit ideas that, in turn, produce more writing and increase the writer's confidence.

Harris also observes that students find it stressful to talk about their writing with someone they perceive to be in authority, and that the collaborative atmosphere of the tutorial session does much to mitigate this. Instructors find it difficult to break through this barrier because the "power structure of academia" is perpetuated in the student's mind (Harris 36).

Interpreting Academic Language

"Student language is not the language we use" (Harris 37). Harris accurately identifies two types of language: teacher language and student language. Students need help in understanding the meaning of words they have not heard or read before. Students don't ask for help with "paragraph unity" or "development." Rather, they say things like "I don't know what I am supposed to do in this assignment," or "I just can't get started." Tutors are equipped to turn "teacher language"

into "student language." As middle persons they can interpret the teacher's assignment sheet or the teacher's comments on a paper. When the student doesn't understand the assignment, the tutor can explain it or send the student back to the instructor for clarification. In addition, students usually perceive any comments on their papers as negative comments. They are not prepared to use these comments as a catalyst for learning. Tutors, on the other hand, are able to look at and explain these comments objectively. Whatever the direction, the result is usually an improved paper--more easily read by the instructor.

I think the five areas discussed by Muriel Harris are important to consider for all faculty. Her thesis is that tutors may be better prepared to work individually with students on a variety of writing problems. While we do an excellent job as classroom instructors, there may be practical applications of knowledge that are difficult to recreate in the classroom. We need to recognize that time and other constraints impede our ability to help students as we might like to. The "process" of critical thinking and writing may be better handled in a Writing Center.

Work Cited

Harris, Muriel. "Talking in the Middle: Why Writers Need Writing Tutors." College English Jan. 1995: 27-42.

The following short essays were submitted by Writing Fellows on the subjects of working in the WC and the Writing Fellow experience.

The Doctor Is Not In

I could not believe it the first time it happened. I found, although not uncommon for me, that I lacked the appropriate words in response to what I had just heard come from someone else's mouth. Then it happened again. And again! I was beginning to think the time had come for me to have a pat response whenever I heard this question-- which I was beginning to think was a standard inquiry from students seeking the help of a tutor. What was the question? Well, simply put "Is this an 'A' paper?"

The variations of this question ranged from "So, what do you think I am gonna get?" to "So, if I change these things, I'll get an "A," right?" You've got to be kidding me! I wanted to shout. I felt like I should have a sign on the table "Doctoring what ails your paper." Students really have this mistaken belief that a tutor is the stepping stone on the way to an "A." Not so, my friend.

I think in cases such as these, a little clarification is in order-- which is just what I prescribed to the students I was facing. A tutor is not a physician to cure the ailment of your work, but just another tool, not unlike a calculator (though we work a lot harder, without batteries). We can be used to find out if you're heading in the wrong directions, or point you to a different area to work on, but you YOURSELF have to do the work.

Theresa Vasbinder

A View Within

After I attended the pre-semester meeting and talked to the Senior Writing Fellows, I wondered what the Advanced Composition class would be like. From the course requirements, I

suspected that this class would be different from my other classes.

During a typical week in the Advanced Composition class, I read writing theory, study tutoring techniques, and write journals and essays. I develop my writing skills by participating in writing workshops and reviewing other classmates' essays. The class intermingles writing theory with practical application, which produces the effective tutoring techniques I use in the Writing Center.

My learning continues outside of the classroom when I work with my fellowed class and with students in the Writing Center. Every student writes from a different perspective, and reading papers about various topics provides me with an opportunity for learning. While tutoring, I help students understand effective writing techniques, and they help me understand different opinions.

One of the more curious aspects of Advanced Composition class is at the end of the lecture hour there is no five-minute warning or tell-tale signs, such as shuffling papers and chairs, to indicate the hour has passed. In fact, I usually know class is over because Mr. Dillon says, "Oh-oh I ran over."

Cheryl Bunker

Thoughts on Writing

Most students hate to write--especially on a regular basis as they are required in college. But as a student, I offer some suggestions to instructors who don't want their writing assignments to seem like exercises in torture.

Students love assignment sheets explaining exactly what the instructor wants--dates, length, and type of paper.

Don't expect too much. We aren't graduate students, and it will take several years of college before we gain the expertise to write like our instructors. We want to write well, but we're still learning.

Don't expect too little. Believe it or not, many students are insulted by assignments that are too easy! We like a challenge.

Allow us freewriting exercises once in a while, where grammar and punctuation aren't as important as ideas. Having to worry about the mechanics of writing and grades sometimes stifles our creativity.

Tell students about the Writing Center. It's helpful for students to receive feedback on their writing before turning it in to be evaluated. Better yet, invite a Writing Fellow to your class to explain the Writing Program at MCCC

Even Writing Fellows have doubts about their ability. Sometimes it is comforting for students to know that we all have problems with our writing. Also, the next time you hear students say, "I just don't know what to write about," or "I can't get started," send them to the Writing Center. We know several methods to help writers develop ideas on their own. They can come during any stage of the writing process--even before they have written anything--and we will help!

Tara McCutcheon

Writing Fellows at MCCC

Writing
Requires
Individual
Thought,
Imagination.
No
Guessing!

Fellows'
Evaluations
Look
Long
On
Word
Selection

And
Thesis

Making
Content
Clear
Concise.
Tammy Hartung

10 Suggestions for Writing-to-Learn Activities.

Writing to learn involves freewriting activities which help students learn new information, explore new ideas, and think logically about a subject. Emphasis is on content and the expression of ideas rather than grammar, spelling, and punctuation. Writing can be expressive, transactional (informative), or exploratory. Writing to learn activities should be low maintenance; that is, they should require little work by the instructor. These activities may or may not count toward grading, but should not be evaluated on any other basis other than learning production. Here are a few suggestions you might try in one or more of your courses.

1. Process Log: Students answer questions about what happens when they do something. Students better understand cause and effect and develop an understanding of their own thinking process.

2. Nutshelling: Students write everything they have learned in a class or on a subject, and they reduce it to a few words. This activity helps students focus on a main idea.

3. Homework Questions: Students write questions about a homework assignment. These questions should not have yes or no answers, and they should go beyond the assignment. These are very effective for initiating group or class discussion.

4. Abstract: Students write a brief summary of the text, lecture notes, or other source materials. This helps students locate main ideas and allows the instructor to evaluate the student's reading.

5. Dialectic: Have students divide the paper into two columns. While reading or taking notes, the student uses one column for recording information while using the other column for writing questions. Students are more likely to ask questions to fill the blank column, and they better understand the source of their own questions and thinking.

6. Class Log: Students write about what they learned today. Students are forced to review the text and lecture notes to complete this activity. This reinforces learning and instructors are able to note what was not learned or misunderstood.

7. Focused Letter:	Students write a letter to the author of a textbook, journal article, novel, poem, etc. This may be on a specific topic or it may be a general reaction. These letters help students focus on audience and purpose, and they must review the reading material to complete the task.
8. Progress Reports:	Students write daily paragraphs charting and evaluating their progress toward a goal. Students note changes in thinking or direction, solutions to problems, obstacles and influences. These keep students focused on a task and allows them to see how they worked through the process of reaching a goal.
9. Working Definitions:	Students record their personal definitions of abstract or technical terms and compare them to formal definitions or other student definitions. These facilitate class discussion. Students encounter diversity in thinking.
10. Method Sheets:	Students record their own methods for solving problems. These are very useful in math, science, and technology. Students can compare their solutions to the textbook or peer solutions, and they can review solutions or the problem solving process to help solve new problems.

These are just a few ideas for "writing to learn" activities. If you are interested in more, either contact me or watch for the next newsletter. I'll try to pass on a few each time. Remember that all of these activities should have cognitive objectives. It might help to keep Bloom's taxonomy in mind when you develop these assignments for your class:

Knowledge:	Remembering Facts
Comprehension:	Understanding
Application:	Using previously learned information
Analysis:	Breaking into parts to understand the whole
Synthesis:	Putting parts together to form a whole
Evaluation:	Judging material for making decisions

"Free writing helps you think of topics to write about. Just keep writing, follow threads where they lead and you will get to ideas, experiences, feeling, and people that are just asking to be written about."

Peter Elbow

Please make as many copies of this page as you like, and use this form to refer your students to the Writing Center. Your students will thank you.

Writing Center Referral Form
Monroe County Community College

Date: _____

Instructor: (Please attach this form to the student's assignment, if appropriate.)

I am referring _____ to the Writing Center for assistance with the following writing assignment:

_____

_____

_____

_____

_____

_____

_____

_____